



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
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RYAN STEWART, ED.L.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

Preliminary Analysis of Renewal Application and Site Visit

School Name: Six Directions Indigenous School
School Address: 2055 NM-602, Gallup, NM 87301
Head Administrator: Tamara Allison
Business Manager: Amber Peña
Authorized Grade Levels: Grades 6 – 12 (presently serving grades 6-11)
Authorized Enrollment:
Contract Term: July 1, 2016 – June 30, 2021
Mission: *"The Six Directions Indigenous School, through a commitment to culturally relevant indigenous education and interdisciplinary project-based learning, will develop critically conscious students who are engaged in their communities, demonstrate holistic well-being, and have a personal plan for succeeding in post-secondary opportunities."*

Summary of Performance

Academic. The school's academic performance has been evaluated under two different accountability systems throughout the term of its contract; A-F School Grading Report in school years 2016-2017 and 2017-2018 & the New Mexico System of School Support and Accountability in school years 2018-2019 and 2019-2020.

Six Directions Indigenous School's (SDIS) academic performance evidenced an overall decline between school years 2016-17 to 2017-18, with the same low percentage in math and an improvement in reading between school years 2017-18 to 2018-19. In 2018-19, SDIS demonstrated a 25% reading proficiency compared to the State's 34% overall reading proficiency rate, while the school's math proficiency rate was 9% compared to the State proficiency rate of 21%.

The school's Overall Academic Performance during the contract term was an **F letter grade, D letter grade, and Traditional Support School** designation, respectively. The school has been identified as a school in need of **Comprehensive Support and Improvement (CSI)**. In 2018-2019, the school earned 39 overall points (below the cutoff of 40), placing it in the lowest 25% of all public schools in New Mexico.

The school received a "*Falls Far Below Standard*" rating on its mission specific goals during the first year of its contract, 2016-2017, "*Does Not Meet Standard*" rating on its mission specific goals in 2017-2018, and another "*Falls Far Below*" rating in 2018-19.

Pending the charter contract renewal decision, the Charter School Division will recommend that the school be required to implement a rigorous academic improvement plan approved by the Public Education Commission.

Financial. Over the course of the contract, the school received eight (8) audit findings derived from published audited financial statements from 2016-2017 through 2018-2019. The findings consist of one (1) repeat finding, one (1) material weakness, zero (0) significant deficiencies and seven (7) noncompliance. In the most recent reporting year, 2018-2019, the school received one (1) audit finding classified as noncompliance, which was not a repeat. SDIS is on quarterly reporting status. Business Manager services are provided by the Vigil Group. For the most part, the Business Manager is responsive and submits reports in a timely manner. Although there have been few instances of expenditures or encumbrances in excess of budget authority, the majority of quarterly budget reports are able to be approved with no issues.

SDIS has not achieved the projected membership anticipated at the contract's inception; however, this year's first reporting period membership numbers are encouraging. In the first two years of the contract, the school built up a healthy cash balance. During the most recent two years, the school appears to be chipping away at the reserves. The school leadership will need to keep a close eye on spending and be prepared to make decisions to cut expenses while continuing to prioritize spending in the classroom.

Organizational. During the most recent year evaluated (2019-20), the school received one "*Falls Far Below Standard*" indicator rating. SDIS received 13 "*Working to Meet Standard*" indicator ratings; 12 of which were a repeated "*Working to Meet Standard*" (or "*Falls Far Below*") rating from the previous academic year. The school has demonstrated improvement in its organizational framework in the most recent year (2019-2020) in large part due to the new administration and contracted support that were instituted since July 1, 2020. Throughout the first three years of the contract term, the school did not correct compliance concerns in many indicators despite repeated ratings of "*Falls Far Below*".

Pending the charter contract renewal decision, the Charter School Division will recommend that the school be required to implement a rigorous organizational improvement plan approved by the Public Education Commission in order to insure that the school continues to address areas in need of improvement and reaches "*Meets Standard*" in most, if not all, areas.

PART A:	Data analysis provided by CSD Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term
PART B:	Progress Report provided by the School Please see Part B for the school's self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.

The PED team reviewed the school's Part B (Progress Report) and conducted a renewal site visit on October 21, 2020.

Ratings are based on the rubric provided in the application.

Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department's Standards of Excellence— Overall NM School Grade 2016-2017: F letter grade 2017-2018: D letter grade NM System of School Support and Accountability 2018-2019: Traditional School with a need for Comprehensive Support and Improvement (CSI) 2019-2020: No data available for any schools	<i>Failing to Demonstrate Substantial Progress</i>
1.b	Specific Charter Goals Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative. <ul style="list-style-type: none"> • Academic growth or proficiency in Math • Academic growth or proficiency in Reading 	<i>Failing to Demonstrate Substantial Progress</i>
FINANCIAL COMPLIANCE		
2.a	Audit Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section. <i>[Organizational Performance Framework 2a and 2b]</i> <i>[Organizational Performance Framework 2a-2e]</i>	<i>Demonstrates Substantial Progress</i>
2.b	Board of Finance Schools that have maintained all Board of Finance authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).	<i>Meets the Standard</i>

2c	<p>Additional Financial Information</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="background-color: #ffffcc;">SIX DIRECTIONS INDIGENOUS SCHOOL</th> </tr> <tr> <th colspan="5" style="text-align: center;">MEMBERSHIP</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">Enrollment CAP</td> <td style="text-align: right;">300</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">2021 Budgeted MEM</td> <td style="text-align: right;">73</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">Actual 40D 10-01-2020</td> <td style="text-align: right;">78</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">Funded Membership</td> <td style="text-align: right; border: 1px solid black;">50</td> <td style="text-align: right;">73</td> <td style="text-align: right;">67</td> <td></td> </tr> <tr> <th colspan="5" style="text-align: center;">OPERATIONAL EXPENSES vs. OPERATIONAL REVENUE</th> </tr> <tr> <th></th> <th></th> <th style="text-align: right;">2016-17</th> <th style="text-align: right;">2017-18</th> <th style="text-align: right;">2018-19</th> <th style="text-align: right;">2019-20</th> </tr> <tr> <td style="background-color: #d9ead3;">Direct Inst</td> <td style="text-align: right;">1000</td> <td style="text-align: right;">186,013</td> <td style="text-align: right;">246,804</td> <td style="text-align: right;">308,231</td> <td style="text-align: right;">367,627</td> </tr> <tr> <td style="background-color: #d9ead3;">Student Sup</td> <td style="text-align: right;">2100</td> <td style="text-align: right;">16,542</td> <td style="text-align: right;">7,966</td> <td style="text-align: right;">29,933</td> <td style="text-align: right;">17,634</td> </tr> <tr> <td style="background-color: #d9ead3;">Instrnl Sup</td> <td style="text-align: right;">2200</td> <td style="text-align: right;">0</td> <td style="text-align: right;">286</td> <td style="text-align: right;">695</td> <td style="text-align: right;">0</td> </tr> <tr> <td style="background-color: #fce5cd;">Central Admi</td> <td style="text-align: right;">2300</td> <td style="text-align: right;">59,470</td> <td style="text-align: right;">171,736</td> <td style="text-align: right;">179,756</td> <td style="text-align: right;">198,358</td> </tr> <tr> <td style="background-color: #fce5cd;">School Admi</td> <td style="text-align: right;">2400</td> <td style="text-align: right;">77,189</td> <td style="text-align: right;">1,152</td> <td style="text-align: right;">3,273</td> <td style="text-align: right;">1,189</td> </tr> <tr> <td style="background-color: #fce5cd;">Central Svcs</td> <td style="text-align: right;">2500</td> <td style="text-align: right;">1,746</td> <td style="text-align: right;">65,421</td> <td style="text-align: right;">70,123</td> <td style="text-align: right;">80,748</td> </tr> <tr> <td>Maint/Ops</td> <td style="text-align: right;">2600</td> <td style="text-align: right;">39,267</td> <td style="text-align: right;">123,422</td> <td style="text-align: right;">136,390</td> <td style="text-align: right;">150,498</td> </tr> <tr> <td>Food Svc</td> <td style="text-align: right;">3100</td> <td style="text-align: right;">0</td> <td style="text-align: right;">0</td> <td style="text-align: right;">0</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Other</td> <td style="text-align: right;">other</td> <td style="text-align: right;">0</td> <td style="text-align: right;">35,983</td> <td style="text-align: right;">52,951</td> <td style="text-align: right;">28,009</td> </tr> <tr> <td>Total Operating Exp</td> <td></td> <td style="text-align: right; 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3.a	<p>Material Terms</p> <p>All schools must provide a response for this section of the application.</p> <ul style="list-style-type: none"> • Culturally Responsive Education • Project-Based Learning and Skills Labs • Restorative Practices • Holistic Wellness and Positive Youth Development • Staff Orientation and ongoing Professional Development • Communication with Parents • Family Advisory Committee • Showcase Nights • Governing Council to have at least 6 members including the positions of Chair, Asst Chair, Keeper of Finances, and Keeper of Record. One, but not more than two, members must be from the Family Advisory Committee. 	<p><i>Demonstrates Substantial Progress</i></p>																																																																																																																																																																
3.b	<p>Organizational Performance Framework</p> <p>Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section. <i>[Organizational Performance Framework 1b-1g, 4a-4c, and 5a-5c]</i> <i>[Organizational Performance Framework 1b-1f, 4a-4e, and 5a-5d]</i></p>	<p><i>Failing to Demonstrate Substantial Progress</i></p>																																																																																																																																																																

	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in an Appendix, referenced in narrative by name.	
3.c	<p>Governance Responsibilities</p> <p>All schools must provide a response for this section of the application.</p> <p><i>[Organizational Performance Framework 3a and 3b]</i></p> <p><i>[Organizational Performance Framework 3a-3c]</i></p>	<i>Failing to Demonstrate Substantial Progress</i>

Parts C, D, and E were provided by the school.

PART C:	<p>Financial Statement</p> <p>A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.</p>
PART D	<p>Petitions</p> <ol style="list-style-type: none"> 1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school, with certified affidavit. Number: <u>12</u> out of <u>12</u> Percentage: <u>100%</u> 2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school, with certified affidavit. Number: <u>70</u> Percentage: <u>90%</u>
PART E:	<p>Description of the Charter School Facilities and Assurances</p> <p>A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.</p> <ol style="list-style-type: none"> 1. A copy of the facility lease agreement as Appendix D 2. A narrative description of its facilities and attach the school's Facility Master Plan, if available, as Appendix H 3. Attach a copy of the building E Occupancy certificate(s) Dated 28 Feb 2003 Maximum Occupancy (if listed): Not noted 4. Most recent facility NMCI Score 6.18% (2016) indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 5. If the charter school is relocating or expanding, provide assurances that the facilities comply with the requirements of Section 22-8B-4.2 NMSA 1978 <input type="checkbox"/> Public (Cert A) <input type="checkbox"/> Private (Cert B) <input type="checkbox"/> Foundation (Cert C)
PART F:	<p>Amendment Requests</p> <p>The school has not requested or been granted any amendment request(s) during the current contract term.</p>

Six Directions Indigenous School Stakeholder Interviews

Stakeholder interviews were conducted on October 21, 2020 via Zoom. The exact number of participants for each group interviewed was too difficult to track as individuals from all four groups were joining in and out of all 4 interviews.

Parents of students attending Six Directions Indigenous School were pleased with the school that it is an indigenous school and very relevant to their community, teaching the children about their heritage and actually incorporating it into all aspects of their learning. Parents expressed that the smaller school environment was beneficial to their students, explaining that they felt teachers were supportive and responsive to their students' needs, even now with the remote learning. One parent expressed that they would like to see more higher education opportunities incorporated into the school for the older students. Parents felt that the staff and teachers do a good job at keeping them informed about what is going on with their students. Parents feel that their students feel comfortable at the school and are thus, overall, receiving what they need in order to thrive academically.

The focus on Native American language, arts, beliefs, culture and the smaller size of the school seemed to be the consensus among the students interviewed. Many students expressed that coming from a traditional public school, this was a "fresh start". Another student expressed they "were not being challenged enough in regular public school". Students expressed that if they need extra help, all they need to do is ask and that help is available to them. When asked what they would change about the school, the responses were: I would not change a thing, everything is perfect, a wish that the school was bigger so more students could take advantage of it, and one wanted better curriculum for the classes.

Two of the four board members present were founding members of the school. All four board members present were fully supportive of the mission and indicated the extreme importance of the school. The board president stated that the biggest lever to ensure the mission of the school was being implemented was the oversight of the head administrator. This included, but was not limited to, evidence of curriculum, evidence of test scores, and evidence of parent and student surveys. This year the board has adopted a new head administrator evaluation, geared towards culturally responsive leadership with several domains. They are very excited to utilize the new head administrator tool this year for the first time. The board noted that the academic data gauge has changed almost every year since they have been a school and there is a huge lag in academic data. However, they were awaiting some testing data from last fall, again referring to the head administrator as the primary indicator for the overall health of the school. When asked about strengths of the school, some of the responses were the small size of the school, interpersonal relationship between students and teachers, emphasis of mission statement to provide a quality education to the students, and the creativeness during remote learning.

The teachers were a lively bunch and almost all of them participated in all four (4) of the school's stakeholder interview sessions. Teachers were excited about the school's mission and noted how the curriculum is aligned to the mission and it was interesting to see how teachers incorporated indigenous education into their lesson plans. Teachers loved watching the students be creative in learning their own culture from the people that live within the community and building relationships. As quoted by one teacher, "It's a motivation to continue working here." A weakness of the school, as expressed by one teacher, included transportation when school is open. Many students live in outlying areas and that sometimes makes it difficult for students to get to school. Another teacher noted that they would like to see more resources such as a sports facility and maybe a computer lab. Teachers feel that they are made aware of changes timely by the school, that overall they feel like they are a part of the school, and they can express their input.